DOCUMENT RESUME

ED 107 016 EC 072 484

AUTHOR Ogamo, Hideo
TITLE A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75.
INSTITUTION Ministry of Education, Tokyo (Japan).
PUB DATE 74
NOTE 56p.

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS Administration; *Curriculum Development; Educational Diagnosis; *Educational Planning; Exceptional Child Education; Foreign Countries; *Handicapped Children; Identification; Prevention; *Program Planning; Social Services; Teacher Education; Vocational Rehabilitation
IDENTIFIERS *Japan

ABSTRACT

Presented is the Tokyo Metropolitan Government's master plan (1974-75) for the education of blind, deaf, mentally retarded, crippled, and health impaired children. A reexamination of the educational service system for the disabled is said to have resulted from a plan to enroll all disabled children who express the wish to be enrolled in school, regardless of the severity of their disability. Outlined are the present situation and problems and tasks to be implemented in the following nine areas: preventive services; early identification; consultation, diagnosis, and guidance; treatment and training; educational program and curriculum development; social services and vocational rehabilitation services in the community; care of severely disabled persons; education of the public; and research and inservice training of personnel. Reported are such planned tasks as improving the physical examination of infants, promoting the construction of children's hospitals, and promoting the integration of disabled children into regular day nurseries. Also included are such statistics as the 1974 school enrollment of disabled children, the effects of consultation services on enrollment, and changes in the number of special schools, classes, and pupils enrolled 1972-1974. (LS)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED 104 016

A MASTER PLAN FOR THE EDUCATION OF THE DISABLED

BY TOKYO METROPOLITAN GOVERNMENT

1974-75

HIDEO OGAMO
Special Education Supervisor
Division of Special Education
Elementary and Secondary Education Bureau
Ministry of Eucation in Japan

EC 072 484

Introduction

After the World War II in Japan, the educational reform was made centering around the School Education Law, on the basis of the Constitution of Japan and the Fundamental Law of Education.

Especially, "To provide the opportunity of education in response to the individual ability of all the people" was its fundamental idea. Among this educational reform, the education for the disabled was definitely given the place in the School Education Law. Since then, there has been remarkable developments and expansions of educational services in Tokyo Metropolitan Government. In the last decade, however, along with the increase and expansion of special schools and classes for the blind, deaf, mentally retarded, crippled and health impaired children, the disability of pupil and student has been gradually becoming severer and diversified. Therefore, to provide appropriate education to meet the individual ability of all the disabled children is a very difficult and complicated task we are facing now. Accordingly, it is rather impossible for the educational field alone to solve this urgent problems; the coordination among the various administrative fields has become essential.

Tokyo Metropolitan Board of Education has been annually raising "The development of education for the Disabled Children" as its main task. Especially, "Project Team to Study on Countermeasures for the Disabled Children in Tokyo, 1969" concluded the countermeasures for various problem — from preschool education for the disabled children to the aftercare for the adults.

This time, we have examined the countermeasures which would meet the various new problems of the education for the disabled that aroused along with social changes. With respcts toward the individual personality of all the pupils and students and to develop their possibility, we drew up the comprehensive and long-term service system for the future of the education for the disabled; such as to establish and increase new schools and classes, improve the educational conditions, proyide more appropriate educational opportunities for individual pupil and student.

We can easily imagine many difficulties for implementing these services, however, we would like to crave for the unstinted supports of the various fields concerned.

Especially, "To provide the opportunity of education in response to the individual ability of all the people" was its fundamental idea. Among this educational reform, the education for the disabled was definitely given the place in the School Education Law. Since then, there has been remarkable developments and expansions of educational services in Tokyo Metropolitan Government. In the last decade, however, along with the increase and expansion of special schools and classes for the blind, deaf, mentally retarded, crippled and health impaired children, the disability of pupil and student has been gradually becoming severer and diversified. Therefore, to provide appropriate education to meet the individual ability of all the disabled children is a very difficult and complicated task we are facing now. Accordingly, it is rather impossible for the educational field alone to solve this urgent problems; the coordination among the various administrative fields has become essential.

Tokyo Metropolitan Board of Education has been annually raising "The development of education for the Disabled Children" as its main task. Especially, "Project Team to Study on Countermeasures for the Disabled Children in Tokyo, 1969" concluded the countermeasures for various problem — from preschool education for the disabled children to the aftercare for the adults.

This time, we have examined the countermeasures which would meet the various new problems of the education for the disabled that aroused along with social changes. With respcts toward the individual personality of all the pupils and students and to develop their possibility, we drew up the comprehensive and long-term service system for the future of the education for the disabled; such as to establish and increase new schools and classes, improve the educational conditions, provide more appropriate educational opportunities for individual pupil and student.

We can easily imagine many difficulties for implementing these services, however, we would like to crave for the unstinted supports of the various fields concerned.

Hideo Ogamo
Special Education Supervisor
Division of Special Education
Elementary and Secondary
Education Bureau
Ministry of Education in Japan
(Ex-director of the Institute of
Education of the Tokyo Metropolitan Government)

Progress

Tokyo Metropolitan Board of Education publicly announced the plan to enroll all of the disabled children who express the wish to be enrolled to school, no matter how their disabilities are sever.
To implement this plan, the consolidations of various conditions concerned with this plan have been raised as the urgent task, so that since April 1973, we reexamined the service system of the education for the disabled children in Tokyo. The main points to examine are raised as follows.

The main points of Examination

1. Preventive Services 2. Early Identification 3. Consultation, Diagnosis and Guidance 4. Treatment and Training 5. Educational Program and Curriculum Development 6. Social Services and Vocational Rehabilitation Services in the community 7. Care of Severely Disabled Persons 8. Education of the Public Personnel 9. Plan for Research and In-service Training of

Result of Examination

As the result of our examination, new forty-five items were decided to be added to the Report of the Project Team to Study on Countermeasures for the Disabled Children in Tokyo, 1969.

Establish a consultation center disabled children;Establish cooperative consultation between city and its wards;Establish professional counselor's position;Establish standards for diagnosis;Establish appropriate educational services;Revise the entrance requirements to the Metropolitan schools; Establish or revise the selection of district board of education members to serve at the evaluation committee;Clarify the function and responsibility of members in Health,Education and Welfare Divisions;Establish Educational Center for young disabled children;Establish the training of preschool children;Construct new facilities for preschool education;Integrate disabled children in the regular kindergarten classes;Educate parents of disabled children;Conduct the survey of number of children rejected;Guide disabled children towards education;Revise the standards and ratio of disabled children in special classes;Establish standards for equipment to be placed in special classes;Revise the course of studies for training of teachers of disabled children;Establish positions of specialists in districts for educations of disabled children;Provide in-service training of regular education teachers regarding disabled children;Survey disabled children in regular classes; Construct new facilities for special school;Establish classes in institutions; Investigate the need for special schools in wards and in the city;Establish standards for fiscal management;Improve dormitory facilities;Improve transportation of students;Develop secondary program for disabled students;Plan secondary curriculum for the Deaf and Blind;Construct facilities for vocational training;Plan a system of prevocational training for Special school;A plan for Research Laboratory on the education of the disabled;Experimentation on equipment,instructional materials;Improve appointment of staff;In-service training of staff;Continue seminars,workshops institutes;Improve the system of training professionals;Development of the understanding of parents and the public;Establish adult education courses to develop understanding of the disabled;Increase subsidies for various organizations for the disabled;A plan to establish new facilities and improve existing facilities in the city; Support the training of social services workers;Increase the number of training sessions and trainees to improve the quality of research

In Conclusion

Among the above new forty-five items we can devide them into two parts

1. Preventive Services 2. Early Identification 3. Consultation, Diagnosis and Guidance 4. Treatment and Training 5. Educational Program and Curriculum Development 6. Social Services and Vocational Rehabilitation Services in the community 7. Care of Severely Disabled Persons 8. Education of the Public 9. Plan for Research and In-service Training of Personnel

Result of Examination

As the result of our examination, new forty-five items were decided to be added to the Report of the Project Team to Study on Countermeasures for the Disabled Children in Tokyo, 1969.

Establish a consultation center disabled children;Establish cooperative consultation between city and its wards;Establish professional counselor's position;Establish standards for diagnosis;Establish appropriate educational services;Revise the entrance requirements to the Metropolitan schools; Establish or revise the selection of district board of education members to serve at the evaluation committee;Clarify the function and responsibility of members in Health,Education and Welfare Divisions;Establish Educational Center for young disabled children;Establish the training of preschool children;Construct new facilities for preschool education;Integrate disabled children in the regular kindergarten classes;Educate parents of disabled children;Conduct the survey of number of children rejected;Guide disabled children towards education;Revise the standards and ratio of disabled children in special classes;Establish standards for equipment to be placed in special classes;Revise the course of studies for training of teachers of disabled children;Establish positions of specialists in districts for educations of disabled children;Provide in-service training of regular education teachers regarding disabled children;Survey disabled children in regular classes; Construct new facilities for special school;Establish classes in institutions; Investigate the need for special schools in wards and in the city;Establish standards for fiscal management;Improve dormitory facilities;Improve transportation of students;Develop secondary program for disabled students;Plan secondary curriculum for the Deaf and Blind;Construct facilities for vocational training;Plan a system of prevocational training for Special school;A plan for Research Laboratory on the education of the disabled;Experimentation on equipment,instructional materials;Improve appointment of staff;In-service training of staff;Continue seminars,workshops institutes;Improve the system of training professionals;Development of the understanding of parents and the public;Establish adult education courses to develop understanding of the disabled;Increase subsidies for various organizations for the disabled;A plan to establish new facilities and improve existing facilities in the city; Support the training of social services workers;Increase the number of training sessions and trainees to improve the quality of research

In Conclusion

Among the above new forty-five items we can devide them into two parts, one is the part to implement as early as possible, the other is the part to realize gradually in long-term basis with the view of the educational services in future. Therefore, it is needed to further examine by organising the appropriate committees from the comprehensive as well as professional point of view, with reference to the educational services of the disabled children in Japan and abroad.

A MASTER PLAN FOR THE EDUCATION OF THE DISABLED

BY TOKYO METROPOLITAN GOVERNMENT

[ ] Interim Plan for 1973 [ ] Current Issues ** Interagency Cooperation

1 Preventive Services
- 1) Development of Genetic Counseling.
- 2) Improved Care of Pregnant Women.

2 Early Identification
- 1) Early Detection of Symptoms
  - ** Improve physical examination of infants.
  - ** Increase the number of diagnosis for 3 year olds.
- 2) Early Diagnosis of Disabled Child.
  - ** Establish the administration for diagnosis of disabled.
  - ** A system for disseminating information.

3 Consultation, Diagnosis and Guidance
- 1) Improvement of the facility for providing consulation services regarding children.
  - ** [Establish the facility for consultations.]
  - ** Establish the relationship between the services of the city and its wards.
- 2) Expansion of Social Services to the Disabled at the Center.
  - ** Improve the diagnostic skills.
- 3) Improvement of the Educational Consultation Services.
  - [Establish a consultation center disabled children.]
  - [Establish cooperative consultation between city and its wards.]
  - [Establish professional counselor's positions.]
- 4) A Plan for Appropriate Diagnostic Services.

1 Preventive Services
- 1) Development of Genetic Counseling.
- 2) Improved Care of Pregnant Women.

2 Early Identification
- 1) Early Detection of Symptoms
  - ** Improve physical examination of infants.
  - ** Increase the number of diagnosis for 3 year olds.
- 2) Early Diagnosis of Disabled Child.
  - ** Establish the administration for diagnosis of disabled.
  - ** A system for disseminating information.

3 Consultation, Diagnosis and Guidance
- 1) Improvement of the facility for providing consulation services regarding children.
  - ** Establish the facility for consultations.
  - ** Establish the relationship between the services of the city and its wards.
- 2) Expansion of Social Services to the Disabled at the Center.
  - ** Improve the diagnostic skills.
- 3) Improvement of the Educational Consultation Services.
  - Establish a consultation center disabled children.
  - Establish cooperative consultation between city and its wards.
  - Establish professional counselor's positions.
- 4) A Plan for Appropriate Diagnostic Services.
  - ** Establish standards for diagnosis.

Establish appropriate educational services.

Revise the entrance requirements to the Metropolitan schools.

Establish or revise the selection of district board of education members to serve at the evaluation committee.

Clarify the function and responsibility of members in Health, Education and Welfare Divisions.

4 Treatment and Training

1) Improvement of early medical treatment.

** Construct Children's Hospital.

2) Expansion of the number of facilities for retarded children.

** Improve the facilities for retarded children.

5 Educational Program and Curriculum Development

1) Early Childhood Education for the Disabled.

Establish Educational Center for young disabled children.

Establish the training of preschool children.

Integrate disabled children in the regular kindergarten classes.

** Integrate disabled children in day care centers.

Construct new facilities for preschool education.

Educate parents of disabled children.

2) Non-rejection of children for admission to school.

Conduct the survey of number of children rejected.

Guide disabled children towards education.

3) Development of a system for appropriate training to meet the varying disability needs of the handicapped.

Revise the standards and ratio of disabled children in special classes.

Establish standards for equipment to be placed in special classes.

Establish research on curriculum, instructional materials and techniques to teach disabled children

of members in medical, [illegible]
Welfare Divisions.

4 Treatment and Training

1) Improvement of early medical treatment.

** Construct Children's Hospital.

2) Expansion of the number of facilities for retarded children.

** Improve the facilities for retarded children.

5 Educational Program and Curriculum Development

1) Early Childhood Education for the Disabled.

Establish Educational Center for young disabled children.

Establish the training of preschool children.

Integrate disabled children in the regular kindergarten classes.

** Integrate disabled children in day care centers.

Construct new facilities for preschool education.

Educate parents of disabled children.

2) Non-rejection of children for admission to school.

Conduct the survey of number of children rejected.

Guide disabled children towards education.

3) Development of a system for appropriate training to meet the varying disability needs of the handicapped.

Revise the standards and ratio of disabled children in special classes.

Establish standards for equipment to be placed in special classes.

Establish research on curriculum, instructional materials and techniques to teach disabled children.

Establish positions of specialists in districts for educations of disabled children.

Provide in-service training of regular education teachers regarding disabled children.

Revise the course of studies for training of teachers of disabled children.

4) A plan to establish new special schools and classes.

Survey disabled children in regular classes.

Construct new facilities for special school.

Establish special classes in regular schools.

Design a plan for appropriate facilities.

Establish classes in institutions.

Investigate the need for special schools in wards and in the city.

5) A plan to establish Special Education classes and facilities.

Improve facilities and equipment.

Establish standards for fiscal management.

Improve dormitory facilities.

Improve transportation of students.

Establish training facilities for home and family.

6) A plan to establish post high school education for the disabled.

Develop secondary program for disabled students.

Plan secondary curriculum for the Deaf and Blind.

Construct facilities for vocational training.

Plan a system of prevocational training for deaf and blind school.

1) Improved programs for employment.

2) Development of a system for vocational training.

6 Social Services and Vocational Rehabilitation

** Expand Vocational Training schools

4) A plan to establish new special schools and classes.

Survey disabled children in regular classes.

Construct new facilities for special school.

Establish special classes in regular schools.

Design a plan for appropriate facilities.

Establish classes in institutions.

Investigate the need for special schools in wards and in the city.

5) A plan to establish Special Education classes and facilities.

Improve facilities and equipment.

Establish standards for fiscal management.

Improve dormitory facilities.

Improve transportation of students.

Establish training facilities for home and family.

6) A plan to establish post high school education for the disabled.

Develop secondary program for disabled students.

Plan secondary curriculum for the Deaf and Blind.

Construct facilities for vocational training.

Plan a system of prevocational training for deaf and blind school.

6 Social Services and Vocational Rehabilitation Services in the community

1) Improved programs for employment.

2) Development of a system for vocational training.

** Expand Vocational Training schools physical disabled.

3) Expansion of Residential facilities for disabled workers.

** Design a plan for establishing residential facilities for the worker.

4) Improvement of Shelter Workshop facilities.

** Increase the number of facilities and improve established facilities.

7 Care of Severely Disabled Persons

1) Expansion of facilities for the Moderately Retarded.

** Plan for facilities for moderately retarded.

** Increase the number of facilities for severely and multiply disabled.

8 Education of the Public

1) Development and growth of community understanding for the programs.

Development of the understanding of parents and the public.

Establish adult education courses to develop understanding of the disabled.

2) Community education for the disabled.

Development of classes for disabled young adult.

Increase subsidies for various organizations for the disabled.

Establish Community Center for the Disabled.

A plan to establish new facilities and improve existing facilities in the city.

9 Plan for Research and In-service Training of Personnel

1) Improvement of Research on Education of the Disabled.

A plan for Research Laboratory on the education of the disabled.

Experimentation on equipment, instructional materials.

2) Improvement of in-service training of educational specialists.

Improve appointment of staff.

In-service training of staff.

** Increase the number of facilities and improve established facilities.

7 Care of Severely Disabled Persons
- 1) Expansion of facilities for the Moderately Retarded.
  - ** Plan for facilities for moderately retarded.
  - ** Increase the number of facilities for severely and multiply disabled.

8 Education of the Public
- 1) Development and growth of community understanding for the programs.
  - Development of the understanding of parents and the public.
  - Establish adult education courses to develop understanding of the disabled.
- 2) Community education for the disabled.
  - Development of classes for disabled young adult.
  - Increase subsidies for various organizations for the disabled.
  - Establish Community Center for the Disabled.
  - A plan to establish new facilities and improve existing facilities in the city.

9 Plan for Research and In-service Training of Personnel
- 1) Improvement of Research on Education of the Disabled.
  - A plan for Research Laboratory on the education of the disabled.
  - Experimentation on equipment, instructional materials.
- 2) Improvement of in-service training of educational specialists.
  - Improve appointment of staff.
  - In-service training of staff.
  - Continue seminars, workshops institutes.
  - Improve the system of training professionals.

Improve the system of the selection of research trainees.

Support the training of social services workers.

Increase the number of training sessions. and trainees to improve the quality of research.

No.			Tasks to implement
1	Preventive Services	(1)* Development of Genetic Counseling	
		(2)* Improved Care of Pregnant Women	
2	Early Identification	(1)* Early Detection of Symptoms	1) Improve physical examination of infants (including visual and hearing examinations) 2) Increase the number of diagnosis for 3-year-olds and the quality of the examination

* Interagency Cooperation

Tasks to implement	Present Situation and Problems
	1. Genetic Counseling is provided in Health Centers in Tokyo. 2. "Class for Expectant Mothers" is organized in Health Centers for the education of pre-married or newly-married women.
	1. Medical examination is executed for all pregnant women twice through gestation. (Examinee rate is 60% in 1971) 2. Counseling is provided through "Class for Expectant Mothers".
Improve physical examination of infants (including visual and hearing examinations) Increase the number of diagnosis for 3-year-olds and the quality of the examination	1. Medical examination for 3 or 4 month old baby is executed, however, the detection rate of disabled baby is very low. By consolidating the examination, more disabled babies would be detected. 2. The following chart shows the situation of 3-year-old medical examination, and the examinee rate is low with low detection rate of disabled children.

	Relevant Number	Number of Examinee	Examinee Rate	Number of those having positive findings	Number of Disabled Detected
Baby	228,740	189,190	82.7%	49,883	81
3-year-old	228,601	158,255	69.2%	35,603	151

(from the report of services executed by Bureau of Health in 1971)

The Situation of Detailed Examination for 3-year-old

Number in Need of Detailed Examination	Number of Examinee	Rate of Examinee in Need of Detailed Examination
1,598	951	59%

		(2) Early Diagnosis of Disabled Child	1) Grasp the actual conditions of the disabled children by consolidating the contents and functions of medical exami-nation for baby and 3-year-old. 2) Grasp the actual conditions of the disabled children at district level((ward,town, city and village) and provide guidance on programs and method. 3) Cooperate with voluntary agencies concerned. 4) Grasp the types and degrees of disabilities, the treatments and provisions after the detection. 5) Establish a system of disseminating informations to agencies concerned. (Bureaus of Health, Public Welfare and Education mutually exchange informatio-ns on the actual conditions of disabled children)
3	Consultation, Diagnosis and Guidance	(1) *Improvement of the facility for providing consultation services regarding children	1) Consolidate the functions of Child Guidance Centers 2) Strengthen the cooperation with educational consultation agencies in districts.
		(2) *Expansion of Social Services to the Disabled at the Center	1) Improve the diagnostic and evaluational skills at Tokyo Metropolitan Rehabilitation Centers for the Physically and Mentally Handicapped.

	3. It is not clear how the disabled children are treated after the detection of their disability. They are introduced to hospitals, institutions schools or rehabilitation centers, but there is no comprehensive register system. Therefore, it is not known how they are treated.
he actual conditions of the dis- hildren by consolidating the s and functions of medical exami for baby and 3-year-old. he actual conditions of the d children at district level(own, city and village) and guidance on programs and method.	1. Bureaus of Health, Public Welfare and Education are individually or separately investigating actual conditions, however, they are not satisfactory. Cooperations among three Bureaus are required. 2. As for pre-school children, investigation is done only by Health Bureau.
te with voluntary agencies ed. he types and degrees of disabi- the treatments and provisions he detection. sh a system of disseminating tions to agencies concerned. s of Health, Public Welfare and ion mutually exchange informatio the actual conditions of disabled children)	3. The actual coditions of disabled children at district level are not comprehensively grasped by Tokyo Metropolitan Government. (It is needed to establish the system of grasping the actual conditions as a whole in metropolitan and district level.) 4. Parents Associations of disabled children and voluntary agencies keep good informations, so it is needed to get their cooperation. 5. Follow-up has not been done after the detection of disability. It is needed to register and administrate the type and degree of disability, treatment and prognosis comprehensively. * Cooperation is not enough for exchanging informations among agencies concerned and for providing services.
date the functions of Child e Centers hen the cooperation with ional consultation agencies in cts.	1. There are 6 Child Guidance Centers besides Central Guidance Center at present. 2. There are a shortage of staff, such as doctors and teachers, who diagnose and evaluate the disabled children. Present educational treatment is just confined to introducing schools. 3. Cooperation with district educational consultation agencies is not enough.
the diagnostic and evaluational t Tokyo Metropolitan Rehabilita ters for the Physically and Handicapped.	1. Make use of the result of diagnosis and evaluation to educational services. 2. It is requested to establish Rehabilitation Center in Tama district, a suburb of Tokyo, with similar functions of Tokyo Metropolitan

(3) Improvement of the Educational Consulta -tion Services	
o Establish a consultation center disabled children	1) Provide services of education, trainin therapy and guidance for school enrol ment 2) Provide guidance and advice for paren 3) Provide assistance to district Educational Consultation Centers. 4) Conduct practical researches and trainings for the staff.
o Establish cooperative consultation between city and its wards	1) Strengthen the functions of district Educational Consultation Centers. Improve diagnostic and evaluational skills for mildly disabled children. 2) Strengthen the cooperation with Child Guidance Centers, and consolidate the consultational function.
o Establish professional counselor's positions	1) By placing full-time counselors(in field of psychology or education), improve the quality of services. 2) Strengthen the in-service training of staff.
(4) A Plan for Appropriate Diagnostic Services	
o* Establish standards for diagnosis	1) Make criteria for diagnosis and evaluation to provide appropriate services in response to the type and degree of disability.
o Establish appropriate educational services	1) Make standard of educational services on basis of criteria for diagnosis and evaluation. 2) Examine the educational system in response to diversified disability, and strengthen the educational effects.

	Rehabilitation Center for the Physically and Mentally Handicapped.
rvices of education,trainin d guidance for school enrol idance and advice for paren sistance to district Educa- sultation Centers. actical researches and for the staff.	1. Educational counseling for disabled children composes 25% of all the cases at district Educational Consultation Centers. 2. There is no agency to provide comprehensive diagnosis,evaluation and treatment in education for disabled children with diversified disabilities.
the functions of district l Consultation Centers. agnostic and evaluational mildly disabled children. the cooperation with Child enters, and consolidate the onal function.	1. There are 43 Educational Consultation Centers (23 by wards, 20 by city authorities). It is essential to increase the number and to raise the quality of services. 2. There is a lack of cooperation with Child Guidance Centers. 3. There are differences in services among Educational Consultation Centers,and most of them are operated by part-time counselors and teachers as their additional post.
full-time counselors(in sychology or education), e quality of services. the in-service training	1. Medical aspect is very weak, as only psychiatrist assists counselors as supervisor. 2. The level of counselor(in knowledge and understanding of disability)is not adequate.
ria for diagnosis and evalu- rovide appropriate services e to the type and degree of .	1. There is no criteria for diagnosis and evaluation to make practical standard for educational services.
ard of educational services f criteria for diagnosis tion. e educational system in o diversified disability, then the educational effects.	1. Educational services are provided on the basis of evaluation at district board of education and/or entrance check to metropolitan schools, but these are depending only the Standard of Services by Ministry of Education as their guideline. (Circular Notice No.380 by Director, Bureau of Elementary and Secondary Education, Ministry of Education,1962) 2. As the Standard of Services by Ministry of Education is not appropriate for present situation, it is needed to establish new Standard.

		o Establish or revise the selection of district board of education members to serve at the evaluation committee	1) For appropriate diagnostic services, revise or improve the organization and administration of evaluation committee under Tokyo Metropolitan Government or district board of education.
		o Revise the entrance requirements to the Metropolitan schools	1) Revise or improve the organization and administration for appropriate entrance requirements to metropolitan schools.
		o Clarify the function and responsibility of members in Health, Education and Welfare Divisions	1) For making new Standard of Educational Services, clarify the functions and responsibilities of medical, welfare and educational fields and strengthen the cooperative system among them.
4	Treatment and Training	(1)* Improvement of early medical treatment	1) Promote the construction of Children's Hospitals
		(2)* Expansion of the number of facilities for retarded children	1) Increase the number of institutions for mentally retarded children, and consolidate the services of early treatment and training.

	Present educational system for disabled children in Tokyo. 1. Special schools for Blind, Deaf, Mentally Retarded, Crippled and Health Impaired 2. Special class 3. Class opened in hospital 4. Visiting-teacher-class 5. Class opened in institution 6. School attached to institution
ropriate diagnostic services, or improve the organization inistration of evaluation ee under Tokyo Metropolitan ent or district board of on.	1. Evaluation Committee was organized under Tokyo Metropolitan Government in 1972, with an aim to make materials for evaluating the disabled children whose disabilities are too complicated to be evaluated at district boards of education. This Committee distributed the made-up materials to district boards of education. However, the organization of the Committee and the method of making up materials were not adequate, so that they need to be reexamined.
or improve the organization inistration for appropriate e requirements to metropolitan .	1. Entrance requirements are different according to the types of disabilities. Especially, the standard of services lack in unity among district boards of education, therefore, unbarance of types, degrees of disability and the number of pupils exists among schools.
ing new Standard of Educational s, clarify the functions and ibilities of medical, welfare cational fields and strengthen perative system among them.	1. The cooperation among Bureaus of Health, Public Welfare and Education are especially required for the services of severely disabled children, however, they are not fully coordinated at present.
the construction of Children's ls	1. The number of hospitals which are ready for early treatment and guidance of disabled infants are not enough. Public children's hospitals located in Tokyo are; o Metropolitan Kiyose Children's Hospital o National Children's Hospital There are not enough for early treatment and guidance.
the number of institutions ally retarded children, and ate the services of early t and training.	1. There is no metropolitan institution for treatment and training of mentally retarded infants. This kind of services are executed at Tokyo Metropolitan Rehabilitation Center

5	Educational Program and Curriculum Development	(1) Early Childhood Education for the Disabled	
		o Establish Educational Center for young disabled children	1) Cooperate with Bureau of Health and Public Welfare for establishing Educational Center for Pre-school Disabled Children. 2) Investigate the actual conditions at districts,and promote the establish-ment of Educational Center for Pre-school Disabled Children. 3) Provide rehabilitation trainings for A.D.L. in response to the type and degree of disability. 4) Provide guidance services by disciplines concerned for the parents of pre-school disabled children how to educate their children.
		o Establish the training of preschool children	1) Open kindergarten department in Special schools for crippled children and in Special schools for mentally retard-ed children, and consolidate the preschool education.
		o Integrate disabled children in the regular kindergarten classes	1) Study the advisability of opening special classes in regular kinder-garten, and promote the integration of disabled among non-disabled.
		o Integrate disabled children in day care centers	1) Promote the integration of disabled children into regular day nursery.
		o Construct new facilities for preschool education	1) For opening kindergarten department in Special schools, construct the facilities. 2) Make the standard of facilities and equipments.

	for the physically and mentally handicapped or at Child Guidance Centers as a part of their services. Services by voluntary agencies are as follows; "Infants Group" by 50 agencies recieving subsidy from Bureau of Public Welfare, as of 1973.
rate with Bureau of Health and c Welfare for establishing tional Center for Pre-school led Children. tigate the actual conditions stricts,and promote the establish of Educational Center for Pre- l Disabled Children. de rehabilitation trainings for in response to the type and e of disability. de guidance services by discipli- oncerned for the parents of pre- l disabled children how to educate children.	1. There is no agency for preschool disabled children to receive educational services in their community. 2. It is requested to establish comprehensive agency which provide guidance services for parents how to bring up their children.
kindergarten department in Special ls for crippled children and ecial schools for mentally retard hildren, and consolidate the hool education.	1. There are kindergarten department in Schools for blind and for deaf. (3-year-old upward for deaf and 4-year-old upward for blind) 2. There is only one kindergarten department for crippled children,in Tokyo Metropolitan Johoku Special School for Crippled Children.
the advisability of opening l classes in regular kinder- n, and promote the integration of led among non-disabled.	1. Nothing is done concerning the preschool education for the disabled in regular kindergarten. Study is now in progress as for hard of hearing and speech disorders. (There is no regulation to enforce the opening of special classes in regular kindergarten.)
te the integration of disabled ren into regular day nursery.	1. Provisions are taken for day nursery to accept disabled children.
pening kindergarten department ecial schools, construct the ities. the standard of facilities and oments.	1. Existing facilities and equipments are not made for the use of preschool children, so there arise many difficulties for preschool education. 2. These facilities are not appropriate for pre-school education, without play ground or

o Educate parents of disabled children	1) Provide systematic and continuous education for parents of preschool disabl-ed children, through the cooperation of medical, welfare and educational fields. 2) By establishing Educational Center for preschool disabled children, consolidate parents education. 3) Organize Liaison Council of persons concerned to be held regularly.
(2) Non-rejection of children for admission to school o Conduct the survey of number of children rejected	1) Make use of the result findings of "School Fundamental Investigation". 2) Investigate the actual conditions of children not enrolled(home-bound, institutionalized or hospitalized). 3) Grasp the actual conditions through the cooperation of Parents Associations and the institutions for mentally retarded and for crippled children.
o Guide disabled children towards education	1) Provide appropriate educational services in response to the type and degree of disability. 2) Disseminate informations for parents and provide continuous guidance to promote disabled children's enrollment.
(3) Development of a system for appropriate training to meet the varying disability needs of the handicapped	
o Revise the standards and ratio of disabled children in special classes	1) Examine the proper number of pupils in a class, from the view points of appropriate programs and teaching methods in response to type and degree of disability.

	play tool only for their use.
systematic and continuous edu- for parents of preschool disabl ldren, through the cooperation ical, welfare and educational blishing Educational Center for ol disabled children, consolidate education. e Liaison Council of persons ed to be held regularly.	1) Education for mothers of disabled children is only provided through educational counseling at schools on "Mothers Class" at Tokyo Metropolitan Rehabilitation Center for the physically and mentally handicapped, and these are not enough. 2) Training of personnel is not enough.
e of the result findings of Fundamental Investigation". gate the actual conditions of n not enrolled(home-bound, tionalized or hospitalized). he actual conditions through peration of Parents Associations institutions for mentally d and for crippled children.	1. According to "School Fundamental Investigation", the number of children who are not enrolled in schools is as follows; 2,219 in 1970 2,296 in 1971 2,099 in 1972 1,936 in 1973 2. It can be imagined that there are some cases who have not submitted the request form to postpone or to be exempted from school enrollment, however, the actual conditions are not clear.
e appropriate educational es in response to the type egree of disability. inate informations for parents ovide continuous guidance to e disabled children's enrollment.	1. Proper diagnosis or evaluation is not provided for children not enrolled in schools. 2. Continuous counseling or guidance for school enrollment is not provided.
the proper number of pupils in , from the view points of iate programs and teaching in response to type and degree bility.	1. Along with the severer and multiplly disabled children entering to school, existing Standard of Forming a class is not appropriate, and there are gap between the standard and the actual class formation. Number of pupils in a class according to the existing Standard is as follows:

			Elemen in sch mental Specia in sch mental Specia Upper for me Upper deaf
			2. Effective the exist too much 3. The numbe ed school attached Special E
o Revise the standard of number of teaching staff	1) Make the appropriate Standard of Number of Staff to cope with the trend of severer cases. 2) Study the introduction of Clinic Team system to educational field. 3) Clarify the problem by analyzing the function of teaching staff in schools for blind, deaf, mentally retarded, crippled and health impaired and in special classes.		1. Under the Teachers, expected, have beco 2. It is str number of
o Establish standards for equipment to be placed in special classes.	1) Make new Standard of Facilities and Equipments to meet the needs of diversified educational system.		1. The type The numbe as follo

	Elementary and Lower Secondary class in school for blind, deaf, crippled, mentally retarded and health impaired. ·····10 (8) Special or multi-handicapped class in schools for blind, deaf, crippled, mentally retarded and health impaired ····· 6 (5) Special class ·····13 Upper Secondary class in special school for mentally retarded and crippled ·····15 (10) Upper Secondary class for blind and deaf ····10 (10) ( )shows the number according to the Standard of Ministry of Education 2. Effective education cannot be expected under the existing Standard of Forming a class, and too much labour is enforced to teaching staff. 3. The number of pupils in a class in newly opened schools for mentally retarded and crippled attached to National Research Institute for Special Education is only 3.
he appropriate Standard of Number ff to cope with the trend of r cases. the introduction of Clinic Team to educational field. y the problem by analyzing the on of teaching staff in schools ind, deaf, mentally retarded, ed and health impaired and cial classes.	1. Under the existing Standard of Number of Teachers, effective education cannot be expected, for the disabilities of pupils have become severer. 2. It is strongly requested to increase the number of teaching staff.
ew Standard of Facilities and ents to meet the needs of ified educational system.	1. The type of disability has been diversified. The number of schools and classes in 1973 is as follows; School for blind 4 " deaf 9 " mentally retarded 8 " crippled 7 " health impaired (metropolitan) 2 (district) 2 Class for partially sighted 7 " hard of hearing 33

	2) As for the Standard for severe and multihandicapped class, make it through the cooperation of medical, welfare and educational fields.	2. With the inc the size of equipments a
o Establish research on curriculum, instructional materials and techniques to teach disabled children	1) Promote the research and development on educational programs and teaching method by accepting the advices from studying meeting or council. 2) Increase the subsidy for research and for studying meeting. 3) Increase the number of schools to be assigned for studying on teaching method, and promote the research on instructional materials for severer and multihandicapped children. 4) Promote the promoting system for the pupils of special classes. 5) Promote the education for the health impaired by strengthening the cooperation of educational and medical fields.	1. It is not e develop ind the adminis 2. Systematic education f children is 3. Promoting s -es for har and pupils yet introdu retarded. 4. Medical ser school for
o Revise the corse of studies and the educational evaluation	1) Promote the research on curriculum and provide financial assistances. 2) Improve the educational evaluation in response to the type of disability.	1. Consideratio added to cur 2. Educational in school edu
o Provide in-service training of regular education teachers regarding disabled children	1) Organize training course for administra-tive staff of regular schools to deepen their understanding of disabled children 2) Make a manual for understanding disabled children. 3) Provide financial assistance to promote the educational services for disabled children in districts. 4) Make the administrative staff of regula school fully understand the education of disabled children.	1. Regular educ standing and disabled chi 2. Implementati District to the regular education of

	Class for speech disorder 26 " mentally retarded 518 " crippled 11 Visiting-teacher-class 35 Class for emotionally disturbed 18 " T. B. 10 " Caries 1 " Reprosy 2 " health impaired 61
or the Standard for severe and ihandicapped class, make it through cooperation of medical, welfare educational fields.	2. With the increased number of sevserer children, the size of school building, facilities and equipments are not appropriate at present.
ote the research and development ducational programs and teaching od by accepting the advices from ying meeting or council. ease the subsidy for research and studying meeting. ease the number of schools to be gned for studying on teaching od, and promote the research on ructional materials for severer multihandicapped children. ote the promoting system for the ls of special classes. ote the education for the health ired by strengthening the coopera- of educational and medical fields.	1. It is not enough in creativity and efforts to develop individual personality of pupil in the administration of school and class. 2. Systematic and continuous research on the education for the severer and multihandicapped children is underdeveloped. 3. Promoting system has been introduced to class-es for hard of hearing and speech disorders and pupils are exchanged, however, it has not yet introduced to special classes for mentally retarded. 4. Medical service is not well established in school for the health impaired.
ote the research on curriculum and de financial assistances. ve the educational evaluation in nse to the type of disability.	1. Considerations to individual needs should be added to curriculum making. 2. Educational evaluation is not fully executed in school education as a whole.
ize training course for administra staff of regular schools to deepen understanding of disabled children a manual for understanding disabled ren. de financial assistance to promote ducational services for disabled ren in districts. the administrative staff of regula l fully understand the education of led children.	1. Regular education teachers are lack in understanding and indifferent to the education of disabled children. 2. Implementation of the system of "Assigning District to Promote Special Education" helped the regular education teacher understand education of disabled children.

o Establish positions of specialists in districts for educations of disabled children	1) Place the specialist of education for disabled children in district boards of education.(in 23 wards and 26 cities) The functions of the specialist are as follows; o Provide guidance and advice toward special class o Promote the understanding of regular education teacher toward education of disabled children. o Promote the administrative aspects of education of disabled children.	1. District's board prepared for l children.
(4) A plan to establish new special schools and classes o Survey disabled children in regular classes	1) Investigate the actual conditions of disabled children who are attending regular school. 2) Investigate regularly and make use of the results as authorized statistics.	1. The number of special educati in 1967, and th (30,986 pupil
o Design a plan for appropriate facilities	1) Grasp the number of pupils by type and degree of disability. 2) Clarify the conditions of separation or unification of departments of kindergarten,elementary,lower secondary and upper secondary. 3) In consideration of the community, make a plan in response to educational programs. 4) Secure the land. 5) Open the school or class of appropria size in response to the type and degree of disability.	1. The number of the age for co as 34,000 in T 2. The number of schools or cla This means the especially for children. 3. It is requeste Metropolitan d and Metropolit children.
o Construct new facilities for special school	· Open new special schools for mentally retarded and crippled children to accept all the child en at earliest time.	The number of s lacking to secu all the childre
o Establish special classes in regular schools	· By increasing the financial subsidy to districts, promote the opening of special classes in regular elementary and lower secondary school.	
o Establish classes in institutions	1) Increase the classes in hospitals and institutions.	1. Medical facili ren in Tokyo a Crippled chi Mentally ret

he specialist of education for d children in district boards of on.(in 23 wards and 26 cities) ctions of the specialist are ows;	1. Districts boards of education are not fully prepared for leading the education of disabled children.
vide guidance and advice toward cial class mote the understanding of regular cation teacher toward education disabled children. mote the administrative aspects education of disabled children.	
tigate the actual conditions of led children who are attending r school. tigate regularly and make use of esults as authorized statistics.	1. The number of disabled children in need of special educational services was investigated in 1967, and there is no latest information. (30,986 pupils in 1967)
the number of pupils by type egree of disability. fy the conditions of separation ification of departments of rgarten,elementary,lower secon- and upper secondary. nsideration of the community, a plan in response to educational ams. e the land. he school or class of appropria n response to the type and e of disability.	1. The number of disabled children who are in the age for compulsory education is estimated as 34,000 in Tokyo. 2. The number of pupils enrolled to special schools or classes is about 10,000 as of 1972. This means the shortage of school or class, especially for mentally retarded and crippled children. 3. It is requested to study the relation between Metropolitan day care center for M.R. children and Metropolitan special school for M.R. children.
ew special schools for mentally led and crippled children to all the child en at earliest	The number of special schools and classes is lacking to secure the proper enrollment of all the children concerned.
reasing the financial subsidy tricts, promote the opening of l classes in regular elementary wer secondary school.	
se the classes in hospitals and utions.	1. Medical facilities for crippled and M.R.children in Tokyo are as follows;

Crippled children	Kita, Ryokuseikai, Tokyo Children's Hospital	with classes
Mentally retarded	Umegaoka Hospital	〃

			Multihandicap
		2) Deepen the mutual understanding of the problems existing between Bureaus of Health and Public Welfare. 3) Study on the opening of classes in institutions for severe mentally retarded and for multihandicapped children.	2. All the children (for mentally retar school.(1973) 3. All of the childre handicapped childr Fuchu Custodial Ca -ed Children has o educational servic
(o Establish visiting-teacher-class)		1) Examine the fundamental characters of visiting-teacher-class. 2) Provide large amount of financial subsidy to district authorities. 3) Promote the study on educational programs and teaching methods. 4) Consolidate the in-service training to raise the quality of teachers.	1. 3 visiting-teacher 1970 and they were in 1973. 2. There are some pup class who are elig 3. Many of visiting-t in education of di 4. There are many poi transportation of materials,and the education teacher visiting-teacher-c
o Investigate the need for special schools in wards and in the city		1) Investigate the actual conditions of the children living in each district, who are eligible to special school. 2) Decide the conditions for establishing district special schools. 1. Agreement of the community and district board of education 2. Make the standard for authorization : size of school : the land : facilities 3) Clarify the relations with metropolitan special schools, visiting-teacher-class, and existing special class. 4) Examine the financial system and provisions.	1. With the trend of children attendin retarded and crip establish schools view of transport 2. It is needed to special schools view. 3. It is easier to e e.g. in obtaining 4. There exist munic Gunma Prefecture 5. There are two sp impaired establi Other 16 wards h impaired. 6. It is requested relation with me
(5) A plan to establish Special Education classes and facilities			
o Improve facilities and equipmeht		1) Improve the facilities and equipments	1.There is no stand

	Multihandicapped	Fuchu Rehabilitation Center, Shimada, Akitsu, Murasaki, Midori, Children's Reh. Center	Without class

the mutual understanding of oblems existing between Bureaus lth and Public Welfare. on the opening of classes in tions for severe mentally d and for multihandicapped n.	2. All the children (80) in Higashi-murayama Home for mentally retarded are not enrolled to school.(1973) 3. All of the children in institutions for multihandicapped children are not enrolled to school. Fuchu Custodial Care Center for Multihandicapped Children has opened class and provides educational services.
the fundamental characters of g-teacher-class. large amount of financial to district authorities. the study on educational s and teaching methods. date the in-service training e the quality of teachers.	1. 3 visiting-teacher-classes were started in 1970 and they were increased to 35 classes in 1973. 2. There are some pupils under visiting-teacher-class who are eligible to attend special schools. 3. Many of visiting-teachers have no experience in education of disabled children. 4. There are many points to consider,such as transportation of teachers,instructional materials,and the understanding of regular education teachers of the school which opened visiting-teacher-class.
gate the actual conditions of ldren living in each district, eligible to special school. the conditions for establishing t special schools. ement of the community and rict board of education the standard for authorization size of school the land facilities the relations with metropolitan schools, visiting-teacher-class, sting special class. the financial system and ons.	1. With the trend of severer disability of children attending special schools for mentally retarded and crippled, it is requested to establish schools in the community, from the view of transportation. 2. It is needed to reexamine the large scale special schools from administrative point of view. 3. It is easier to establish small scale school, e.g. in obtaining the land. 4. There exist municipal special schools in Gunma Prefecture and in Hyogo Prefecture. 5. There are two special schools for health impaired establish by ward authorities. Other 16 wards have special classes for health impaired. 6. It is requested to examine this matter in relation with metropolitan special schools.
the facilities and equipments	1.There is no standard adaptable to diversified

	in existing schools and classes, as to be adaptable to present situations. 2) Increase greatly the financial provisions for special class. 3) Reexamine the administrative system of improving the facilities and equipments.
o Establish standards for fiscal management	1) Analyse and examine the educational activities and administrative activities. 2) Revise the part of "Administrative activites". 3) Make new the part of "Curriculum and Extra-curriculum activities". 4) Make the criteria for operating funds.
o Improve dormitory facilities	1) Examine the fundamental characters of dormitory in relation to the Standard of Educational Services. 2) Reexamine the facilities, equipments and number of matrons to be adaptable to the trend of severer disability. 3) Organize in-service training for matrons and other staff.
o Improve transportation of students	1) Examine the transportation in relation to the following problems aroused with the establishment of district special schools. : school bus : attendants on the bus : forming of educational programs : establishment of dormitory : operating funds : plan to establish metropolit-an special school
o Establish training facilities for home and family	1) Improve the facilities and equipments of the Resort Houses which are built in mountains or on beach for training of daily living. 2) Solve the problems arising when the Resort Houses are used.
(6) A plan to establish post high school education for the disabled	
o Develop secondary program for disabled students	1) Deepen the understanding of regular school teachers and students toward the disabled students. 2) Improve the facilities and equipments for the disabled.

existing schools and classes, as be adaptable to present situations. rease greatly the financial provi-s for special class. xamine the administrative system mproving the facilities and pments.	type and degree of disability, so that the gaps exist among classes in each district. 2. Equip fully the new schools and improve the existing school according to the standard.
yse and examine the educational vities and administrative activi-. se the part of "Administrative vites". new the part of "Curriculum and a-curriculum activities". the criteria for operating funds.	1. The part of "Administrative activities" of school for blind,deaf,mentally retarded and crippled has already been examined,but not ready for implementation. The part of "Curriculum and Extra-curriculum activities" has not made yet.
ine the fundamental characters of itory in relation to the Standard ducational Services. amine the facilities,equipments number of matrons to be adaptable he trend of severer disability. nize in-service training for ons and other staff.	1. With the trend of severer disability of pupils in dormitory, the existing facilities,equipments and number of matrons does not meet the present situation. 2. It is requested to reexamine the regulations of administrating dormitory. 3. It is also requested to examine this matter in relation to welfare facilities.
ine the transportation in relation he following problems aroused with establishment of district special ols. : school bus : attendants on the bus : forming of educational programs : establishment of dormitory : operating funds : plan to establish metropolit-an special school	1. Development of school bus accessible to wheelchair is considered for special school for crippled children. 2. It is requested to provide school bus for special school for mentally retarded with the trend of severer disability. 3. It is strongly requested to solve the transportation problems, as the traffics are becoming heavier every year.
ove the facilities and equipments he Resort Houses which are built ountains or on beach for training ily living. e the problems arising when the rt Houses are used.	1. The number of study rooms of resort house on beach is too short,and the environment of resort house in mauntainous area is not well prepared. There are also transportation problem to and from these resort houses.
en the understanding of regular ol teachers and students toward isabled students. ove the facilities and equipments he disabled.	1. The number of disabled enrolled to upper secondary school has been increased recently, but the educational services including facilities and equipments are not appropriate for them.

			3) Examine the advisability of opening special classes in regular upper secondary school.	2. I ch fo re
		o Plan secondary curriculum for the Deaf and Blind	1) Prepare the conditions to plan curriculum in response to the actual condition in Tokyo.	1. C s M i
		o Construct facilities for vocational training	1) Consolidate the facilities and equipments for vocational education in special school for mentally retarded and crippled.	1. T e r w
		o Plan a system of prevocational training for deaf,blind,mentally retarded,crippled school	1) Investigate the actual circumstances of on-the-job training. : Type and size of enterprise : Relation to educational programs : Problem aroused from the view of guidance 2) Examine the systematization of on-the-job training in Welfare Workshop or Vocational Training School. (Examine this matter also for the pupils of lower secondary special class.)	1. M u t P m t 2. T r t c
6	Social services and Vocational Rehabilitation Services in the community	(1)*Improved programs for employment	1) Promote the employment of disabled children.	1. T c 2. 3.
		(2)*Development of a system for vocational training	1) Increase the number of trainee with sever disability in Vocational Training School for the physically handicapped.	1. 2.
		(3)*Expansion of Resident-ial facilities for disabled workers	1) Grasp the actual conditions of the persons in need of residential facilities,and consider the increase	1.

mine the advisability of opening ial classes in regular upper ndary school.	2. It is requested by some of the parents whose children have graduated from special school for mentally retarded to open special class in regular upper secondary school.
pare the conditions to plan curri- m in response to the actual condi- in Tokyo.	1. Curriculum of upper secondary department of school for Blind and Deaf is ordained by Ministerial ordinance,however,it is not yet implemented by Tokyo Metropolitan Government. § Ministerial ordinance to ordaine curriculum of upper secondary department of school for Blind and Deaf,Feburary 1966.
solidate the facilities and equip- s for vocational education in ial school for mentally retarded crippled.	1. The facilities and equipments for vocational education in special school for mentally retarded and crippled is far behind compared with those of school for deaf and blind.
estigate the actual circumstances n-the-job training. Type and size of enterprise Relation to educational programs Problem aroused from the view of guidance mine the systematization of on-the- training in Welfare Workshop or tional Training School. mine this matter also for the pupils lower secondary special class.)	1. Mildly or moderately disabled students of upper secondary school experience on-the-job training. Pupils of lower secondary special class for mentally retarded also experience on-the-job training. 2. There are many matters to consider,such as the relation to educational programs,how to guide, the rewards to enterprise,compensations in case of accident.
ote the employment of disabled dren.	1. The situations of employment of the graduates of special schools or classes are as follows: 1972 :11 among 65 graduates of schools for cripples were employed in open labour market. :33 among 82 graduates of schools for mentally retarded were employed in open labour msrket. :As for the graduates of special classes 80% of all were employed. 2. It is difficult for them to get job in open labour market. 3. The Employment rate of the physically handicapped in Tokyo Metropolitan Government is 1.56%.
ease the number of trainee with r disability in Vocational Training ol for the physically handicapped.	1. The degree of disability and the number of trainee is restricted in Vocational Training School for the physically handicapped. 2. The term of one year of training period is too short.
sp the actual conditions of the sons in need of residential ilities,and consider the increase	1. There is a lack of re idential facilities from where they commute to job place, and which promote their social independence.

			of them according to appropriate planning.	2. Menta job. 3. After
		(4)*Improvement of Shelter Workshop facilities	1) Increase the number of Welfare workshop and consolidate the services and programs.	1. 40% c retar labou 2. There be in those shop
7	Care of Severely Disabled Persons	(1)*Expansion of facilities for the severely mentally retarded	1) Increase the number of institutions for the severely mentally retarded. (adults and children) 2) Increase the number of institutions for multihandicapped.(adults and children)	1. The enou (E Public Privat " " " Public " 2. Ther
8	Education of the Public	(1) Development and growth of community understanding for the programs	1. Deepen the understanding of parents and the public toward the disabled. 2. Organize adult educational courses to develop the understanding of the disabled. 3. Opening the courses to study the welfare of the disabled. 4. Publicize widely on the education of the disabled.	1. The of 2. It pro var by 3. It of 4. Bec the by
		(2) Community education for the disabled	1. Consolidate the course for the disabled young adults.	1. Exi who

them according to appropriate nning.	:Existing residential facilities Haramachi Home 35 (accommodations) Koto Home 30 (") 2. Mentally Retarded person often change their job. 3. After-care service is not fully executed.
rease the number of Welfare work- o and consolidate the services and grams.	1. 40% of the graduates from school for mentally retarded are difficult to get a job in open labour market. (as of 1972) 2. There are 1,296 persons who are considered to be in need of Welfare workshop. The number of those who are now in working for Welfare workshop is only 920. (in 18 workshops)
rease the number of institutions the severely mentally retarded. lts and children) rease the number of institutions multihandicapped.(adults and child-	1. The number of institutions for them is not enough. (Existing institutions) Institutions for Multihandicapped Public — Fuchu Custodical Care Center — (accommodation) 200 Private — Shimada " 228 " — Akitsu " 114 " — Murasaki " 80 " — Midori " 50 Institutions for Severely Mentally Retarded Public — Higashi-murayama Home — 200(children) " — Hachioji Home — 200(adults) 2. There are many on waiting list.
pen the understanding of parents the public toward the disabled. anize adult educational courses to lop the understanding of the dis- d. ning the courses to study the welfare he disabled. licize widely on the education of disabled.	1. There is no measure to deepen the understanding of parents and the public. 2. It is not enough to include the studying program on the education of the disabled in various educational courses which are organized by district authorities. 3. It is needed to open the course on the welfare of the disabled. 4. Because of the lack of understanding toward the disabled children,there arouse the problems by prejudice and discrimination.
solidate the course for the disabled g adults.	1. Existing classes for disabled young adults, who graduated from the school education. (Present Status) o Those organized by district authorities 1) Organizer:14 wards and 1 city 2) Frequency:21 to 7 times a year 3) Lecturers:12.2 persons in average 4) Participants:47.8 persons in average

			2. Provide subsidy to the disabled organizations(or groups).	
			3. Establish the place(community center) for the disabled to get together.	
			4. Increase and improve various metropoli -tan facilities,and promote their utilization.	
9	Plan for Research and In-service Training of Personnel	(1) Improvement of Research on Education of the Disabled o A plan for Research Laboratory on the educa -tion of the disabled	1. Strengthen the research on the education of the disabled children and consolidate the training system.	1
		o Experimentation on equipment,instructional materials	1. Promote the research on instructional materials and tools for the education of the disabled children. 2. Execute the research and development at Research Institute for the Educatio of the Disabled. 3. Open the department of making instructional materials in school.	1 2

	o Those organized by Tokyo Metropolitan Government 1) Class for the auditory handicapped 12 times 2) Class for the visual handicapped 3 times
de subsidy to the disabled zations(or groups).	2. Opening of Metropolitan Special Schools for blind,deaf,mentally retarded,crippled and health impaired. 1) It provides the opportunity and place for after-care of the graduates. (problems) : Research on educational programs and method in response to the ages and abilities is behind. : It is difficult to secure lectures. : Facilities and equipment are not appropriate.
lish the place(community center) e disabled to get together.	3. Subsidies are provided to educational programs organized by the disabled organizations. 10 organization received subsidy in 1973, for 1,700,000 (participants). : There is no place(community center) for the disabled to get together in their community. : Central Library and Tachikawa Social & Educational Center is accessible to the disabled. : It is needed to consider about the disabled when construct libraries,Youth Centers and social and educational facilities hereafter.
se and improve various metropoli cilities,and promote their tion.	4. It is needed to establish the various facilities in the community and to solve the complexity encounted when they use, so as to be easier for the disabled to use.
then the research on the educatio disabled children and consolidate ining system.	1. There is a lack of agencies for professional and practical research and training for the education of the disabled.
e the research on instructional ls and tools for the education disabled children. e the research and development rch Institute for the Educatio Disabled. e department of making instru- materials in school.	1. Development of the instructional materials and tools in special schools and classes is behind. 2. The variety of the instructional tools in rehabilitation training is not enough.

(2) Improvement of in-service training of educational specialists		
o Improve appointment of staff	1. The selection of the candidate teachers for special schools should be done separately from that of regular school teachers. 2. Provide favorable treatment(increasing the pay) to the teacher of the disabled children. 3. Organize the training course to meet the newly opened classes for the disabled children.	1. It is urgently selection of t 2. The number of teacher of spec small. 3. There are many disabled childr 4. Problems occur such as a lame
o In-service training of staff	1. Increase the number of trainees at National Research Institute for Special Education. 2. Increase the number of teacher trainees sent by universities. 3. Increase the number of teachers to be sent abroad for training. 4. Increase the number of teacher trainees sent by Tokyo Metropolitan Government. 5. Encourage the participation to and presentation at various training or study meeting and provide participation fee. 6. Secure the substitute teachers to take place of the teachers who attend the courses.	1. There is a la receive traini 2. The present s teachers in 19 (1) National R Education 2 7 (2) Teacher tr 4 (3) Teachers s 1 (4) Teacher tr politan Gov 3. Financial ass various train enough.
o Continue seminars, workshops institutes	1. Organize the qualification course many times through year to make easier for getting the certificate of special education teachers.	1. The time of t getting the ce during July 2 2. The number o for getting th teacher is lim 3. The teachers education tea teachers who schools. 4. The number o Courses was 2 20 for Cripp
o Improve the system of training professionals	1) Make the training system compulsory and provide favorable treatment for the person who completed training course. 2) Secure the substitute teachers to take place of the teachers who are attending training course.	1. There is no who completed 2. It is diffic participate t pation is not

e selection of the candidate teachers special schools should be done arately from that of regular school chers. ovide favorable treatment(increasing pay) to the teacher of the disabled ldren. ganize the training course to meet newly opened classes for the disabled ldren.	1. It is urgently needed to improve the system of selection of the candidate teachers. 2. The number of the teachers who wish to be a teacher of special schools and classes is too small. 3. There are many teachers who quit work for the disabled children after a few years experience. 4. Problems occur because of the too heavy work, such as a lame hip.
crease the number of trainees at ional Research Institute for Special cation. crease the number of teacher trainees t by universities. crease the number of teachers to be t abroad for training. crease the number of teacher trainees t by Tokyo Metropolitan Government. courage the participation to and sentation at various training or dy meeting and provide participation . cure the substitute teachers to take ce of the teachers who attend the rses.	1. There is a lack of opportunity and place to receive training. 2. The present situations of training for the teachers in 1973. (1) National Research Institute for Special Education 2 persons for a year course 7 persons for 3 months course (2) Teacher trainee sent by universities 4 persons for a year course (3) Teachers sent abroad for training 1 person a year (4) Teacher trainee assigned by Tokyo Metropolitan Government 1 person a year 3. Financial assistance to the participants to various training or study meeting is not enough.
ganize the qualification course y times through year to make easier getting the certificate of special cation teachers.	1. The time of the qualification courses for getting the certificate of teacher is centered during July 23 to August 9 in 1973. 2. The number of the participants to the courses for getting the certificate of special education teacher is limited to 40 for each category. 3. The teachers with the certificate of special education teachers are only 61% of all the teachers who are really teaching at special schools. 4. The number of the participants to Qualification Courses was 22 for Blind,50 for Deaf,41 for M.R., 20 for Crippled and Health Impaired in 1972.
ke the training system compulsory provide favorable treatment for the son who completed training course. cure the substitute teachers to take ce of the teachers who are attending ining course.	1. There is no favorable treatment for the person who completed training course. 2. It is difficult for the teacher on duty to participate the training course if the participation is not compulsory.

			3) Start the teaching practice system.
		o Support the training of social services workers. Increase the number of training sessions and trainees to improve the quality of research.	1) Training of the full-time social service workers. 2) Provide the training of volunteers positively.

rt the teaching practice system.	3. It is not possible for the teacher without the experience of special education to teach the disabled children properly.
ning of the full-time social ice workers. ide the training of volunteers tively.	1. There is no personnel to provide advice and counseling on the education of the disabled adults. 2. School teachers are serving as the lecturers for the adult education as their additional post. It is needed to secure the full-time teachers for this purpose.

The Enrollment of the Disabled Children to School in 1974

1. The Number of the Disabled Children who Expressed the Wish to be enrolled to School (refer to Materials No. 1)

   The number of the disabled children who newly expressed the wish to be enrolled to school in 1974 was 1,786.
   Among them, those who wishes to be enrolled to metropolitan special schools for the blind, the deaf, the mentally retarded, the crippled and the health impaired children were 1,096, and those to district schools were 690. (The number shows those who submitted the form after November 1, 1973)

2. Consultation Service on Enrollment (refer to Materials No. 1)

   District Boards of Education (for those who wished to be enrolled to district schools) and Tokyo Metropolitan Board of Education (for those to metropolitan schools or who are difficult to be evaluated in district boards of education) provided consultation service on the enrollment.

3. After the Consultation Service on Enrollment (refer to Materials No. 1)

   823 children were decided to be enrolled to metropolitan schools, 830 children to district schools, so that 1,653 children in total were enrolled to schools. And 133 children declined the enrollment.

4. Readiness to Enroll

   1) Establishment of new special schools (refer to Materials No.2,3)

      Tokyo Metropolitan Government established 3 schools and 7 branch schools for mentally retarded children. With the opening of those 10 schools, metropolitan schools for the blind, the deaf, the mentally retarded, the crippled and the health impaired children are 41 in number, and among them 8 are branch schools.

   2) Increase of new classes (refer to Materials No. 3)

      86 classes were increased in metropolitan schools, and among them 80 classes are for elementary and lower secondary schools.
      68 special classes were also opened in district schools.

   3) Increased number of teacher (refer to Materials No. 3)

      241 teacher for metropolitan schools and 142 teachers for special classes were increased in comparison with the number of 1973.

5. The Number of Pupils and Students Enrolled (refer to Materials No. 4)

   The number of pupils and students enrolled in metropolitan schools in 1974 is 4,386. Among them, 2,314 are for elementary, 1,110 for lower secondary. Therefore, 462 pupils were increased in comparison with the number of 1973.
   The number of pupils enrolled in special classes are 7,270, and among them 5,436 are for elementary, 1,834 for lower secondary. 697 pupils were increased in comparison with the number of 1973.

6. Postponement or Exemption from Enrollment to School (refer to Materials No.5)

   The number of the disabled children who are obliged to postpone or exempt from the enrollment to school would be greatly decreased

schools for the blind, the deaf, the mentally retarded, the crippled and the health impaired children were 1,096, and those to district schools were 690. (The number shows those who submitted the form after November 1, 1973)

2. Consultation Service on Enrollment (refer to Materials No. 1)

District Boards of Education (for those who wished to be enrolled to district schools) and Tokyo Metropolitan Board of Education (for those to metropolitan schools or who are difficult to be evaluated in district boards of education) provided consultation service on the enrollment.

3. After the Consultation Service on Enrollment (refer to Materials No. 1)

823 children were decided to be enrolled to metropolitan schools, 830 children to district schools, so that 1,653 children in total were enrolled to schools. And 133 children declined the enrollment.

4. Readiness to Enroll

1) Establishment of new special schools (refer to Materials No.2,3)

Tokyo Metropolitan Government established 3 schools and 7 branch schools for mentally retarded children. With the opening of those 10 schools, metropolitan schools for the blind, the deaf, the mentally retarded, the crippled and the health impaired children are 41 in number, and among them 8 are branch schools.

2) Increase of new classes (refer to Materials No. 3)

86 classes were increased in metropolitan schools, and among them 80 classes are for elementary and lower secondary schools.
68 special classes were also opened in district schools.

3) Increased number of teacher (refer to Materials No. 3)

241 teacher for metropolitan schools and 142 teachers for special classes were increased in comparison with the number of 1973.

5. The Number of Pupils and Students Enrolled (refer to Materials No. 4)

The number of pupils and students enrolled in metropolitan schools in 1974 is 4,886. Among them, 2,314 are for elementary, 1,110 for lower secondary. Therefore, 462 pupils were increased in comparison with the number of 1973.
The number of pupils enrolled in special classes are 7,270, and among them 5,436 are for elementary, 1,834 for lower secondary. 697 pupils were increased in comparison with the number of 1973.

6. Postponement or Exemption from Enrollment to School (refer to Materials No.5)

The number of the disabled children who are obliged to postpone or exempt from the enrollment to school would be greatly decreased in 1974.

Material No. 1

The Result of Consultstion Service on Enrollment

	Item School the disabled children wish to be enrolled	The number of those submitted the form of Consultation	The number of Consultation		The result of Consultation(fitness)				After the Consultation Service on Enrollment	
			Request of district	The number of cases	Special School → Other Special School	Special School → Special Class	Special Class → Other Class	fitness	decision to be enrolled	decision to be enrolled
Metropolitan Special Schools	School for the Blind	26		26				26	18	
	School for the Deaf	82		82		4		78	78	
	School for the Mentally Retarded	715	97	812	3	209		600	501	
	School for the Crippled	273	20	293	3	44		252	226	
	total	1,096	117	1,213	0	257		956	823	
District Schools	Special Class	602	107	495		257	25	777	777	
	Regular Class	88	10	78			25	53	53	
	total	690	117	573	0	257	0	830	830	
	The amount	1,786	0	1,786	0	0	0	1,786	1,653	

Service on Enrollment

School children from 6-year-old to 14-year-old

result of sultation(fitness)				After the Consultation Service on Enrollment		Children who declined the enrollment					
l ol Cl ol	Spcial School →Special Class	Special Class →Other Class	fitness	decision to be enrolled	declined enroll -ment	Nat'l Private Special School	Day care center	Institu -tional care	Medical care	Home- care	Decease
			26	18	8	3		5			
	4		78	78							
	209		600	501	99	14	61	5	1	18	
	44		252	226	26	7	7	3	3	4	2
	257		956	823	133	24	68	13	4	22	2
	257	25	777	777	-						
		25	53	53	-						
	257	0	830	830	-						
	0	0	1,786	1,653	133	24	68	13	4	22	2

Material No. 2

New Special Schools opened in 1974

Main Bra, Sch	Names of Special School	Address of the school	scale
Main School(3 schools)	Takashima School for mentally retarded	3-7,Takasimadaira, Itabasi-ku	27 class prim.18 L.Sec.9
	Yaguchi School for mentally retarded	1-515,Yaguchi,Ota-ku	18 class prim.12 L.Sec.6
	Hamura School for mentally retarded	330 Musashino,Gonokami, Hamura-machi,Nishitama,	21 class prim. 6 L.Sec.3 U.Sec.12
Branch School (7 schools)	Minato Branch School for mentally retarded (MainSchool:Seichyo Sch)	51,Minami-Azabu 1-chome, Minato-ku	2 class prim. 20 pupil
	Suginami Branch School (Main Sch.:Seicho Sch.)	19-1,Imagawa 2-chome, Suginami-ku	6 class prim. 60 pupil
	Adachi Branch School (Main Sch.:Oji School)	2326 Hanabata-machi, Adachi-ku	4 class prim. 40 pupil
	Koto Branch School (Main Sch.:Koiwa School)	7-3,Oshima 6-chome, Koto-ku	2 class prim. 20 pupil
	Katusika Branch School (Main Sch.:Koiwa School)	24-1,Tateishi 3-chome, Katushika-ku	2 class prim. 20 pupil
	Shinagawa Branch School (Main Sch.:Tachikawa Sch)	19-19,Kamiosaki 1-chome, Shinagawa-ku	2 class prim. 20 pupil
	Inagi Branch School (Main Sch.:Machida Sch.)	1737 Oshidate, Inagi-city,Tokyo	2 class prim. 20 pupil

Material No. 3

The Change of Nu

Special School	1. School f the Bli	
	2. School f the Dea	
	3. School f the Cri	
	4. School f the Mentt	
	5. School f the Healt	
	6. (3+4+5	
	7. (1+2+6)	
8. Special		
9. (7+8) T		
Number of Teachers	Special s	
	Special c	
	Total	

ol	scale
	27 class prim. 18 L.Sec. 9
	18 class prim. 12 L.Sec. 6
mi, ma,	21 class prim. 6 L.Sec. 3 U.Sec. 12
ome,	2 class prim. 20 pupil
,	6 class prim. 60 pupil
	4 class prim. 40 pupil
	2 class prim. 20 pupil
e,	2 class prim. 20 pupil
ome,	2 class prim. 20 pupil
kyo	2 class prim. 20 pupil

Material No. 3

The Change of Numbers of Schools and Classes for Blind, Deaf, Ment.Ret. Crippled and Health Imp.

		1972		1973		1974	
		Number of Schools	Number of Classes	Number of Schools	Number of Classes	Number of School	Number of Classes
Special School	1. School for the Blind	4	67	4	69	4	67
	2. School for the Deaf	9	209	9	203	9	201
	3. School for the Crippled	6	161	7	173	7	198
	4. School for the Menttally R.	6	97	8	122	11	187
	5. School for the Health imp.	2	14	2	14	2	14
	6. (3+4+5)	14	272	17	309	20	399
	7. (1+2+6)	27	548	30	581	33	667
8. Special Class		360	698	379	722	416	790
9. (7+8) Total		387	1,246	409	1,303	449	1,457
Number of Teachers	Special school	1,292		1,499 (+207)		1,740 (+241)	
	Special class	1,096		1,157 (+ 61)		1,299 (+142)	
	Total	2,388		2,656 (+268)		3,039 (+383)	

Material No. 4

The Change of Number of Pupils Enrolled to Schools

		1972	1973	1974
Special School	1. School for the Blind	423	417 (-6)	404 (-13)
	2. School for the Deaf	1,314	1,289 (-25)	1,258 (-31)
	3. School for the Crippled	1,355	1,446 (+91)	1,576 (+130)
	4. School for the Mentally Ret.	937	1,136 (+199)	1,508 (+372)
	5. School for the Health impair-ed	158	136 (-22)	140 (+4)
	(3+4+5)	2,450	2,718 (+268)	3,224 (+506)
	(1+2+3+4+5)	4,187	4,424 (+237)	4,886 (+462)
Special Class		6,363	6,573 (+210)	7,270 (+697)
TOTAL		10,550	10,997 (+447)	12,156 (+1,159)

Material No. 5

The Nu

Post-ponement (A)	The numb children obliged pone
	The nu the di childr
Exempt-ion (B)	The nu childre obliged
	The nu the di childr
Total number (C)	The numb children obliged pone or
	The nu the di childr